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ABSTRACT

A workplace literacy project was conducted cooperatively through the Minnesota Teamsters Service Bureau and Northeast Metro Technical College. Project objectives, which were met, included the following: (1) establishing a project steering committee; (2) developing workplace literacy curriculum materials and resources specific to commercial vehicle operators (primarily at Consolidated Freightways); (3) training literacy instructors and project staff; (4) conducting training courses for 225-250 commercial vehicle operators in two industry sites using an open-entry/open-exit, competency-based format; (5) developing and making available family support services; and (6) producing and disseminating products and project reports to national, state and local sources. The curriculum materials developed covered these subjects: commercial driver's licence, basic job-related mathematics, reading and comprehension, and computer skills. Analysis instruments, evaluation instruments, and a resource guide were also developed. (This project report includes an evaluation chart, a functional analysis summary report, an evaluation report, training and job skills survey, comprehensive task list, task analysis, supervisor questionnaire, and forms used during the project.) (KC)

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ED355369

TEAMSTERS WORKPLACE LITERACY

IN THE

TRUCKING INDUSTRY

PROJECT

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Minnesota Teamsters Service Bureau
and
Northeast Metro Technical College

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TEAMSTERS WORKPLACE LITERACY

IN THE

TRUCKING INDUSTRY

PROJECT

FINAL PERFORMANCE REPORT

February 1993

Minnesota Teamsters Service Bureau
and
Northeast Metro Technical College

COMPARISON OF ACCOMPLISHMENTS AND PROJECT OBJECTIVES

OBJECTIVE 1:

Establish a project steering committee to facilitate and overall planning, design, implementation and evaluation of the workplace literacy project.

A steering committee was developed which represented a broad variety of interested parties. Included were the following entities and organizations:

a. Local trucking firm management (partner)
b. Teamster locals, business representatives
c. Teamsters Service Bureau Project Staff (partner)
d. Northeast Metro Technical College Project Staff (partner)
e. Minnesota Department of Labor and Industry
f. Minnesota Department of Jobs and Training
g. University of Minnesota
h. Teamsters Joint Council 32
i. Minnesota State Board of Technical Colleges

The steering committee was charged with the development of initial guidelines and direction for the project which lead to the project management and operational details. This process provided a forum and method to insure that the needs of each stakeholder were met and that the broader interests of the industry and community were being addressed.

OBJECTIVE 2:

Develop workplace literacy training curricula and resources to address the present job-specific literacy skills required of commercial vehicle operators in Consolidated Freightways.

Prior to the development of actual curriculum pieces, a needs analysis was conducted within the partner organizations. The purpose of this analysis was to identify specific needs which would be the focus of the project as well as to determine the demographics and learner profiles of the potential students. By completing an in depth analysis before beginning the curriculum process, a more comprehensive project was designed which took in account content, delivery methods and modes as well as presentation strategies.

The analysis was done primarily at Consolidated Freightways because shortly after the project start up, Wintz Companies declined to participate in the project and backed out from the standpoint of corporate involvement. At the point where Wintz Companies backed out of their commitment, an amendment to the project was filed and subsequently received. During the time between the filing of the amendment and its approval allowing the project to be extended to additional business partners, the analysis was completed at Consolidated Freightways. It was discovered that the

profiles and needs identified at Consolidated Freightways did not significantly differ from those who were to join the project at a later date.

The following curriculum and operational items were developed as a result of the project:

a. Commercial Driver's License
b. Commercial Driver's License Endorsements
c. Basic Job Related Math
d. Basic Job Related Reading and Comprehension
e. Basic Job Related Computer Skills
f. Analysis Instruments
g. Evaluation Instruments
h. Comprehensive Resource Guide

OBJECTIVE 3:

Train literacy instructors, co-workers and project staff on workplace literacy strategies and approaches.

The majority of project staff came from a vocational technical college background and had an extensive background in job based educational processes. The primary focus of staff development and in-service training was to identify the differences between basic skills and job linked workplace literacy skills. The orientation of the staff had been focused on job skills so some refocusing was needed. Curriculum development is an integral part of the duties for each of the teaching staff at the college. The addition of a curriculum developer to the project staff provided an additional dimension to the quality of curriculum. The project employed a literacy specialist who helped the instructors and tutors with strategies and logistical support in the delivery of educational services. The specialists worked closely with instructors, tutors, employers, union representatives and students to insure smooth and effective operation.

OBJECTIVE 4:

Conduct training for 225-250 commercial vehicle operators in the two industry sites.

An open entry open exit concept was used with this project which in effect allowed the learner to control his or her own education. The series of courses were presented in defined segments which allowed students to complete one or more segments and then step out if necessary and then re-enter at another time. This format worked well for this group because of the nature of the industry which puts people on the road for extended periods of time. It is felt that this concept allowed students to participate in a wider variety of learning experiences as compared to a rigid traditional model of delivery. The competency based, self-paced format encouraged small group activities. Peer learning and accelerated learning as well as providing the necessary time for individuals who need to progress at a slower rate. By using the competency based, self-paced format, the instructional staff was

able to identify individuals who had special needs for basic skills upgrading or additional tutoring. It is believed that this format added to the number of successful completers and reduced the drop out rate.

The staff was encouraged to continually monitor and adjust the curriculum to accommodate the needs of the learner. Modifications such as one to one tutoring, video and audio tapes were used to reinforce the classroom activities.

OBJECTIVE 5:

Develop and make available family support services.

The family support services were published and made known to student participants through notices, fliers, letters and other media channeled through union stewards and business representatives. The primary focus was on services that would break down barriers that may prevent a person from taking part in the training i.e. child care, transportation and other services.

The Teamster Service Bureau disseminated information on family support services to those individuals participating in the programs, the shop stewards and union representatives were given information to distribute to all possible participants.

E.C.F.E. programs were not established at the industry sites primarily because of the hazardous environment, truck traffic in these locations and the lack of appropriate space.

All participants received information and access to free GED classes. Many of the fliers, letters and brochures as well as verbal presentations contained GED information.

OBJECTIVE 6:

Produce and disseminate products and project reports to national, state, and local sources.

The production and dissemination of training products have been completed. The following documents dealing with curriculum have been distributed to all of the curriculum coordination centers as recommended by the United States Department of Education:

- Resource Guide including descriptions and available resources for all courses offered through the Workplace Literacy Project. The Resource Guide also includes information about truck driver related educational programs currently on the market.

- Corresponding individual curricula for each of the following courses:

- Commercial Driver's License Preparatory Course
- Calculator Math for Truck Drivers
- Managing the Paperwork
- Writing for Trucking
- Using Trucking Language
- Introduction to Computers
- Introduction to Computers II
- Word Processing with PCTYPE

Materials were developed and articles written which appeared in local newspapers and national trade journals. The Minnesota Trucking Association and labor organizations representing truckers were periodically brought up to date on all program aspects. Presentations were made at national and state conferences.

The one area of disappointment was the three one-day dissemination conferences which were held in northern, central and southern Minnesota in the cities of Fergus Falls, Duluth and Rochester. We had extensive mailing lists which comprised Adult Basic Education Programs, Vocational Technical Colleges, Community Colleges, The Minnesota Truckers Association, and Community Education Directors within a fifty mile radius of each city. Our attendance was small in each of the above-mentioned areas. However, the professional organizations in attendance were interested, and we distributed curriculum materials to them to present to their membership. We also informed those present that we would come back at our expense to disseminate materials and enter into discussion with all interested parties and institutions. As a staff, we are developing procedures pertaining to dissemination which will impact other federally funded programs in the future.

March 8, 1993

Paul Boranian
Program Director
National Workplace Literacy Program
Minnesota Teamsters Service Bureau
3014 University Avenue S.E.
Minneapolis, MN 55414

Dear Mr. Boranian:

As discussed in our earlier conversation, I am enclosing my final evaluation report for the National Workplace Literacy Program. It has been a pleasure to work with you and the other project staff members on this evaluation effort. I am pleased to inform you that my evaluation report is a positive reflection of the impressive efforts that you and the other staff members invested in this project. I hope that it will be feasible for you to find additional funds that will enable this project's concepts and materials to continue to be developed and disseminated on a wide scale basis.

If you have any questions regarding my evaluation report, please contact me at your convenience. Congratulations on successfully completing this complex and valuable project!

Sincerely,

James M. Brown, Ph.D.
Project Evaluator
325 Revere Court North
Champlin, MN 55316
(612) 323-1394

Enclosure: Project evaluation report

TEAMSTERS' NATIONAL WORKPLACE LITERACY PROGRAM - EVALUATION CHART

OBJECTIVE	PROCESS EVALUATION QUESTIONS	OUTCOME EVALUATION QUESTIONS	COMMENTS
1. Establish project steering committee to facilitate planning, design, implementation, and evaluation of the project.	Was the Steering committee formed and operated effectively?	Did the steering committee produce useful feedback to this project?	The Steering Committee was formed soon after the project began and meetings were conducted as specified in the Project Proposal. Meeting agendae were well organized and were designed to encourage Committee members to contribute to the analysis of Project concepts and activities. Members were drawn from an appropriate cross-section of stakeholders: local trucking management, teamsters locals business representatives, Technical College staff, MN Dept. of Labor & Industry, MN Dept. of Jobs & Training, Univ. of MN, Teamsters Joint Council 32, & the MN State Board of Technical Colleges. Meeting dates were scheduled well in advance, attendance was excellent, and the discussions were very productive in terms of project implementation, improvement, and evaluation.
2. Develop work place literacy training curricula & resources to address job-specific skills of commercial vehicle operators.	Were the training curricula & resources designed & developed properly?	Were training curricula & resource products useful?	Project staff conducted in-depth needs analyses within the project's partner organizations to select issues to serve as the project's priorities and to determine the nature of potential training participants. In addition, as new participants continued to enter the project, their traits were continually assessed as well, to assure that the project continued to meet their needs (it was found that these needs did not change significantly as the project evolved). Needs analysis activities also examined training needs in terms of content, delivery methods, delivery modes, and instructional strategies. The project successfully developed a wide variety of products and user evaluations indicated that these products were well designed and useful to training participants. The training products' topics are as follows: Commercial Driver's License, Commercial Driver's License Endorsements, Basic Job related Math, Basic Job Related Reading and Comprehension, and Basic Job related Computer Skills. Analysis Instruments, Evaluation Instruments, and a Comprehensive Resource Guide were also developed and were most useful to efforts that assessed the organization and the use of the training materials. Participant data clearly suggest that these training materials were effective and are likely to be useful at other potential locations as well.
3. Train literacy instructors, co-workers, & project staff re: work place literacy strategies & approaches.	Was planned staff training re: strategies & approaches delivered effectively?	Were training goals attained?	The project's effort to train co-workers had to be modified because is was not feasible to have access to sufficient numbers of co-workers due to various job site issues. However, it was possible to work with staff from a local Technical College and they tended to have extensive professional backgrounds. After theses participants' focus was shifted to work place literacy issues, the project's literacy specialist successfully helped the participating instructors and tutors develop and implement literacy-related instructional strategies and support activities. Project interactions between the specialists and instructors, tutors, employers, union representatives, and students proceeded smoothly and goals were effectively achieved

TEAMSTERS' NATIONAL WORKPLACE LITERACY PROGRAM - EVALUATION CHART

OBJECTIVE	PROCESS EVALUATION QUESTIONS	OUTCOME EVALUATION QUESTIONS	COMMENTS
4. Conduct training for 225-250 commercial vehicle operators in 2 industry sites.	Were at least 225-250 operators trained?	Were training content goals attained?	This project exceeded its training goal by enrolling 260 trainees who participated in at least one course in the Skill Enhancement Training Program (some enrolled in more than one course). This goal was made more achievable when training activities were moved away from previously selected job sites (possibly due to stigmas associated with the sites or trainees' fear of being seen in classes at these job sites). The project initially faced a major challenge when a key company that had agreed to collaborate with the project by allowing employees to attend training while "on the clock" withdrew that offer. However, public sector employers agreed to have several of their workers attend training during work hours. Such plans to train during work hours should be carefully considered in future projects' training efforts in order to avoid problems that be caused by the costs of paying trainees while are in training sessions. Project staff also modified their efforts to contact potential trainees through the trucking companies by shifting to an emphasis on direct communications with group members. These direct contacts proved much more effective and are recommended to other projects in similar situations. After participating in training programs each participant was later mailed a survey form that enabled all three courses in the Skill Enhancement Training Program to be evaluated. As is typical of many mailed surveys, the response rates were very low (38% and 14%) for two of the courses, although the third course survey was reasonably high (71%). The findings of the surveys of all three courses indicated that 56% to 100% of all course participants rated "strongly agree" or "agree" in response to the following questions: (a) I feel that this class will benefit me in the job that I currently have, (b)the knowledge/skills that I gained through this class will be helpful in the future as my company moves into more advanced technology, (c) my class participation enabled me to meet or forward my personal goals, (d) the course handouts and supporting materials were helpful and appropriate for my needs, (e) the way the class was taught met my learning needs, (f) the class was long enough to cover the subject being taught, and (g) the location of the class was satisfactory. In addition, 72% to 83% of the survey respondents "strongly agreed" or "agreed" that they could benefit on the job from additional or more advanced training. Open ended responses to the survey also indicated that the training activities had successfully attained the project's training content goals. Clearly, trainees' feedback suggest that the training was of high quality.

TEAMSTERS' NATIONAL WORKPLACE LITERACY PROGRAM - EVALUATION CHART

OBJECTIVE	PROCESS EVALUATION QUESTIONS	OUTCOME EVALUATION QUESTIONS	COMMENTS
5. Develop & make available family support services.	Were support services developed and made available?	Were appropriate services provided to participants?	The project's focus on a Early Childhood & Family Education Center was not established at the industry sites as planned, due to safety concerns related to those sites' hazardous environments and the lack of space. However, information about family support services was disseminated via brochures, notices posted within training classes, letters, and other information distributed through union stewards and business representatives. All course participants also received information about free GED classes. Although site conditions made it necessary to change the delivery of this project component, it appears to have been quite successful and is likely to have reached a larger, more diverse audience than would have been feasible with the original approach. However, the resulting services probably were less personal or direct to trainees' family members than would have been the case if the Center had existed as a "walk-in" site where issues could have been discussed face-to-face and in greater depth. In this case it appears that depth of service was exchanged for breadth or service.
6. Produce & disseminate products & project reports to national, state, & local sources.	Were materials produced and disseminated?	Were quality materials produced that contribute to the project's goals?	A very thorough and professionally designed set of project materials and reports has been disseminated to all national curriculum coordination centers in the US, as recommended by the US Department of Education. In addition, a wide variety of project materials and related data have been successfully disseminated in local newspapers, in national trade journals, at national and state conferences, within the Minnesota Trucking Association, with labor organizations representing truckers, and at key transportation hub cities near major access routes (where a pool of clients evolved with an established relationship of trust for the project's materials and services) in Minnesota. Project staff were disappointed with the low attendance at three one-day conferences conducted by the project in Fergus Falls, Duluth, and Rochester, Minnesota. After promoting the conferences with extensive mailings throughout 50 mile radius for each site, few attended. However, attendees did include representatives of professional organizations and they were given project curriculum materials to distribute freely to their memberships. Those in attendance were informed that the project staff would return at project expense to conduct additional dissemination efforts if any groups of individuals or institutions were interested. Clearly, dissemination efforts were effective and appropriate for a project of this nature. In addition, the high quality of materials produced seems to be very supportive of the project's activities and goals. These materials should prove to be quite useful in other locations, should other literacy projects or programs seek to use them.

TEAMSTERS WORKPLACE LITERACY

IN THE

TRUCKING INDUSTRY

PROJECT

FUNCTIONAL ANALYSIS SUMMARY REPORT

June 1992

Minnesota Teamsters Service Bureau

Northeast Metro Technical College

FUNCTIONAL ANALYSIS SUMMARY REPORT

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PROJECT PARTICIPANT PROFILES

Background	
Data Source	Registration Form for Introduction to Computers (Appendix A) Training and Job Skills Survey (Appendix B)
Purpose	To obtain demographic information on the participants in the course.
Participants	35 employees of Consolidated Freightways, Inc. enrolled in this program-sponsored course: Introduction to Computers
Dates	October, November and December 1991

Results				
	Respondents			Non-Respondents
Sex	Male	35	100%	0
	Female	0	0%	
Age	46+ yrs.	18	51%	0
	36 - 45 yrs.	16	46%	
	31 - 35 yrs.	1	3%	
	26 - 30 yrs.	0	0%	
	20 - 25 yrs.	0	0%	
Primary Language Spoken	English	35	100%	0
	Spanish	0	0%	
	Other	0	0%	
Race/Ethnicity	White	34	97%	0
	Black	0	0%	
	Native American	0	0%	
	Hispanic	1	3%	
	Asian	0	0%	
Education	High School Diploma	25	71%	0
	GED	6	17%	
	Post High School	Community College or Technical College 10	1% (duplicate count)	
		Four-year College 2		
		Military 4		

Results				
	Respondents			Non-Respondents
		Other 2		
	No Diploma or GED	4	12%	
Employed by Consolidated Freightways	1-5 years	16	49%	2
	6-10 years	5	15%	
	11-15 years	4	12%	
	16-20 years	2	6%	
	20+ years	6	18%	
Employed in Present Position	1-5 years	17	52%	2
	6-10 years	5	15%	
	11-15 years	4	12%	
	16-20 years	3	9%	
	20+ years	4	12%	
Commercial Driver's License	Have License	29	91%	3
	Do Not Have License	3	9%	
Job Titles	Combination Dock/Driver	22	67%	2
	Transport Operator	7	21%	
	Dock Worker	4	12%	

Results					
	Respondents				Non-Respondents
1. Job Titles	Combination Dock/Driver	22	67%		2
	Transport Operator	7	21%		
	Dock Worker	4	12%		
2. Commercial Driver's License	Have License	29	91%		3
	Do Not Have License	3	9%		
3. Employed by Consolidated Freightways	1 - 5 yrs.	16	49%		2
	6 - 10 yrs.	5	15%		
	11 - 15 yrs.	4	12%		
	16 - 20 yrs.	2	6%		
	20+ yrs.	6	18%		
4. Employed in Present Position	1 - 5 yrs.	17	52%		2
	6 - 10 yrs.	5	15%		
	11 - 15 yrs.	4	12%		
	16 - 20 yrs.	3	9%		
	20+ yrs.	4	12%		
5. Terminal Locations	Minneapolis Consolidation Center	18	57%		1
	Afton	6	19%		
	St. Paul/Eagan	3	9%		
	Chaska	3	9%		
	Twin Town	1	3%		
	Forest Lake	1	3%		

Results										
	Respondents									Non-Respondents
6. Tasks Performed (incorporated into Comprehensive Task List in Appendix C)										
7. Changes in Main Function or Demands of Job	More paperwork									2
	Increased emphasis on safety									
	Safer, newer equipment									
	Having to get a CDL (Commercial Driver's License)									
	New export and customs rules in crossing U.S./Canadian border									
	More freight, more stops, more traffic congestion, more regulations, more customer diplomacy, more stress, more fatigue									
	More attention on handling hazardous materials									
	More demands on knowledge in how all parts of the operation work and how to do them									
8. Importance of Skill Areas in Your Job	Very important	Reading		Math		Writing		Computer		2
		27	82%	23	70%	21	64%	7	21%	
9. Basic Skills Needed to Perform Job (incorporated into Task Analysis in Appendix D)										
10. Do I have Necessary Skills?		Reading		Math		Writing		Computer		2
	Yes	28	85%	28	85%	26	79%	4	12%	
	No	5	15%	5	15%	7	21%	29	88%	

Results										
	Respondents									Non-Respondents
11. Do Others I work with have Necessary Skills?		Reading		Math		Writing		*Computer		2
	Yes	26	79%	21	64%	23	70%	2	6%	
	No	7	21%	12	36%	10	30%	31	94%	
12. Regular Use of Reading Skills	Yes	27	82%	Types: Newspapers, magazines, books, work-related reading, Bible, books to kids						2
	No	6	18%							
13. Regular Use of Writing Skills	Yes	19	58%	Types: Letters, records, logs, notes, applications, reports, school work						2
	No	14	42%							
14. Regular Use of Math Skills	Yes	30	90%	Types: Calculator, balance checkbook, work-related, fuel/mileage, distances, woodworking, cooking, calculate and figure amounts						2
	No	3	42%							
15. Regular Use of Computer Skills	Yes	3	10%	Types: Letter writing, household records, at home for the farm						2
	No	30	90%							
16. Interested in taking Course to Expand Your Skills?		Reading		Math		Writing		Computer		2
	Yes	17	52%	17	52%	15	45%	28	85%	
	No	16	48%	16	48%	18	55%	5	15%	

Results						
	Respondents					Non-Respondents
17. Interested in Taking GED Preparation	Yes	9	27%			2
	No	24	73%			
18. Preferred Learning Site	NE Metro Technical College			18	55%	2
	CF Consolidated Center Conference Room			9	27%	
	Community site (central metro location)			5	15%	
	Teamsters Service Bureau			3	10%	
	Other: Dakota County TC			2	6%	
	Other: Hennepin TC South			1	3%	
19. Convenient Class Time	Saturday mornings			12	26%	2
	Monday - Thursday evenings			10	30%	
	Monday - Friday mornings			7	21%	
	Monday - Friday afternoons			1	3%	
	Monday or Wednesday evening			1	3%	
	Tuesday evening			1	3%	
	Monday - Friday (7 or 8 pm; 10 or 11 pm)			1	3%	

Results				
	Respondents			Non-Respondents
19a. Preferred Learning Situations	Hands-on, actual practice	25	76%	2
	Small group (3-4 members)	24	73%	
	Visual: video tapes, pictures, diagrams	17	52%	
	One-on-one	16	48%	
	Reading on your own	15	45%	
	Audio: audio tapes, lecture	12	36%	
	Individualized, independent study	11	33%	
	Computer-assisted	7	21%	
	Large group (classroom)	5	15%	
	Other: videotape with manual	1	3%	
20. Favorite Subjects or Courses	Science, Astronomy, Mechanics, Electricity			2
	Business Management (the challenge, power, results)			
	Sociology (people are fascinating)			
	Math, Geography (I like working with figures)			
	Math, Carpentry, Taxidermy			
	None (was never interested in education)			
	Geography, History (enjoyed learning about other people and the rest of the world)			
	Math (success at problem solving)			

Results		
	Respondents	Non-Respondents
21. Comments	I believe it's good we get the people at work educated and improve their skills wherever possible.	
	I would be very interested in anything I can learn to further enhance my education and job possibilities and do a better job at work.	
	Good idea to keep up with technology.	
	The class was presented so that a non-experienced computer person would understand the information. I really appreciated this.	
	Delighted for the opportunity. I would be interested in an additional course.	

COMPREHENSIVE TASK LIST

Background	
Data Source	Comprehensive Task List (Appendix C) References used to compile the Comprehensive Task List included: 1990 Competency Profile for Truck Driving (Maine Dept. of Education) 1989 DACUM Profile for Truck Drivers (Maryland DACUM Resource Center) Truck Driver Training Curriculum (Northeast Metro Technical College) Comprehensive Task List was verbally verified by two managers and by employees over three months time through the Training and Skills Survey.
Purpose	To develop and verify a comprehensive list of tasks performed by employees in three job categories.
Participants	Members of the Teamster Locals 544 and 120 (Consolidated Freightways) enrolled in the program-sponsored course: Introduction to Computers and who had completed the Training and Job Skills Survey. 33 out of 43 persons (77%) registered for the class completed the Comprehensive Task List. These people consisted of: Transport operators (includes interstate drivers who are driver qualified) Combination dock/drivers (includes hostlers, shuttlers, driver/salespersons and dock workers, all of whom are driver qualified) Dock workers (includes persons working on the dock who do not need to be driver qualified)
Dates	October, November and December 1991

Results										
TASKS:	Respondents									Non-Respondents
	Transport Operator			Combination Dock/Driver			Dock Worker			
	Mgmt. Expects Task	Employee Performs Task		Mgmt. Expects Task	Employee Performs Task		Mgmt. Expects Task	Employee Performs Task		
OPERATE TRACTOR										
1. Start Tractor	Yes	7	21%	Yes	22	67%	No	0	0%	10
2. Shift Gears	Yes	7	21%	Yes	22	67%	No	0	0%	
3. Control Speed	Yes	7	21%	Yes	22	67%	No	0	0%	
4. Manage Space	Yes	7	21%	Yes	21	64%	No	0	0%	
5. Operate Air Brakes	Yes	7	21%	Yes	22	67%	No	0	0%	
6. Observe Gauges	Yes	7	21%	Yes	22	67%	No	0	0%	
7. Practice Defensive Driving	Yes	7	21%	Yes	21	64%	No	0	0%	
8. Adjust to Environmental Conditions	Yes	7	21%	Yes	21	64%	No	0	0%	
9. Recognize Driving Hazards	Yes	7	21%	Yes	21	64%	No	0	0%	
10. Position Tractor	Yes	7	21%	Yes	22	67%	No	0	0%	
11. Back Tractor	Yes (rarely)	7	21%	Yes	22	67%	No	0	0%	
12. Perform Coupling Procedures	Yes	7	21%	Yes	21	64%	No	0	0%	
13. Perform uncoupling Procedures	Yes	7	21%	Yes	21	64%	No	0	0%	
14. Follow Breakdown/ Emergency Procedures	Yes	0	0%	Yes	0	0%	No	0	0%	

Results										
TASKS:	Respondents									Non-Respondents
	Transport Operator			Combination Dock/Driver			Dock Worker			
	Mgmt. Expects Task	Employee Performs Task		Mgmt. Expects Task	Employee Performs Task		Mgmt. Expects Task	Employee Performs Task		
INSPECTION										
15. Inspect Freight	No	4	12%	Yes	21	64%	Yes	2	6%	10
16. Perform Pre-trip Vehicle Inspection	Yes	7	21%	No	22	67%	No	0	0%	
17. Perform In-trip Vehicle Inspection	Yes	7	21%	No	21	64%	No	0	0%	
18. Perform Post-trip Vehicle Inspection	No	6	18%	Yes	20	61%	No	0	0%	
19. Follow Weigh Station Procedures	Yes	7	21%	Yes	20	61%	No	0	0%	
FREIGHT										
20. Handle Hazardous Materials	Yes	5	15%	Yes	22	67%	Yes	3	9%	10
21. Unload Freight	Yes (rarely)	3	9%	Yes	21	64%	Yes	4	12%	
22. Load Freight	No	3	9%	Yes	21	64%	Yes	4	12%	
23. Secure Freight	No	2	6%	Yes	21	64%	Yes	4	12%	
24. Weigh Freight	No	2	6%	Yes	15	45%	Yes	4	12%	

Results										
TASKS:	Respondents									Non-Respondents
	Transport Operator			Combination Dock/Driver			Dock Worker			
	Mgmt. Expects Task	Employee Performs Task		Mgmt. Expects Task	Employee Performs Task		Mgmt. Expects Task	Employee Performs Task		
POLICY, PROCEDURES, RECORDS										
25. Implement Safety Policies and Procedures	Yes	7	21%	Yes	19	58%	Yes	1	3%	10
26. Follow Accident/ Injury Procedures	Yes	6	18%	Yes	20	61%	Yes	2	6%	
27. Follow Fire Procedures	Yes	6	18%	Yes	20	61%	Yes	2	6%	
28. Perform Basic First Aid Procedures	Yes	4	12%	Yes	12	36%	Yes	0	0%	
29. Use Bills of Lading (COSO)	Yes	4	18%	Yes	21	64%	Yes	2	6%	
30. Complete Daily Log Entries	Yes	7	21%	Yes	9	27%	No	0	0%	
31. Display Hazardous Materials Placards	Yes	7	21%	Yes	21	64%	Yes	4	12%	
32. Maintain Driver Qualification	Yes	7	21%	Yes	20	61%	No	1	3%	
33. Participate in Company Activities (Meetings, Training Sessions, etc.)	Yes	6	18%	Yes	20	61%	Yes	2	6%	
OTHERS										
34. Selling CF to Customers	No	0	0%	No	1	3%	No	0	0%	10
35. Customer Relations	No	0	0%	No	1	3%	No	0	0%	
36. Two-way Radio Communications	No	0	0%	No	1	3%	No	0	0%	
37. Getting Sales Leads	No	0	0%	No	1	3%	No	0	0%	

TASK ANALYSIS

Background	
Data Source	Task Analysis (Appendix D) Comprehensive Task List (Appendix C) Communications Skills and Related Math Skills (Appendix E) Reference lists used during analysis were compiled from these sources: Initial literacy requirements in project proposal Lists published by various publishers (e.g., the National Center for research in Vocational Education) CF Tools and Equipment List (Appendix F) (compiled from a Consolidated Freightways publication, "New Employee Training Manual")
Purpose	To examine each task performed, technical materials, forms, tools, equipment, etc. used in the performance of the task, as well as the knowledge requirements necessary in the areas of communications and math.
Participants	Members of the Teamster Locals 544 and 120 (Consolidated Freightways) enrolled in the program-sponsored course: Introduction to Computers and who had completed the Training and Job Skills Survey. 33 out of 43 persons (77%) registered for the class completed the Comprehensive Task List. These people consisted of: Transport operators (includes interstate drivers who are driver qualified) Combination dock/drivers (includes hostlers, shuttlers, driver/salespersons and dock workers, all of whom are driver qualified) Dock workers (includes persons working on the dock who do not need to be driver qualified)
Dates	November and December 1991

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Results - Question #9 from Training and Job Skills Survey				
Respondents				Non-Respondents
Question #9 from Training and Job Skills Survey: Communications Skills Needed by Workers to Perform Their Jobs	Solve problems	29	88%	10
	Demonstrate listening skills	27	82%	
	Use trade related terms	26	79%	
	Use speaking skills	25	76%	
	Write/record information	24	73%	
	Locate information	24	73%	
	Relate to customers	22	67%	
	Recall information	22	67%	
	Communicate non-verbally	18	55%	
	Read technical manuals	14	42%	
	Read tables, graphs, printouts, etc.	13	39%	
Question #9 from Training and Job Skills Survey: Math Skills Needed by Workers to Perform Their Jobs	Add numbers/fractions	20	88%	10
	Subtract numbers/fractions	28	85%	
	Multiply number/fractions	26	79%	
	Divide numbers/fractions	22	67%	
	Estimate area	22	67%	
	Estimate volume	22	67%	
	Estimate distance	22	67%	
	Figure capacity (height, weight, width, depth)	22	67%	
	Compute hours of service	20	61%	
	Calculate mileage	19	58%	
	Estimate calculations	11	33%	
	Figure percentages	10	30%	
	Solve ratio/proportion problems	8	24%	

Results - Individual Task Analyses			
TASKS: OPERATE TRACTOR			
1. Start Tractor 2. Shift Gears 3. Control Speed 4. Manage Space 5. Operate Air Brakes 6. Observe Gauges 7. Practice Defensive Driving 8. Adjust to Environmental Conditions 9. Recognize Driving Hazards 10. Position Tractor 11. Back Tractor 12. Perform Coupling Procedures 13. Perform uncoupling Procedures 14. Follow Breakdown/ Emergency Procedures	Applicable Job Title:		TO Transport Operator CD/D Combination Dock/Driver DW Dock Worker
	Technical Materials:		Not completed
	Tools, Equipment:		Not completed
	Communications Skills:		Not completed
	Math Skills:		Not completed
	Other Knowledge and Skills:		Not completed

Results - Individual Task Analyses				
TASKS: INSPECTION				
15. Inspect Freight 16. Perform Pre-trip Vehicle Inspection 17. Perform In-trip Vehicle Inspection 18. Perform Post-trip Vehicle Inspection 19. Follow Weigh Station Procedures		Applicable Job Title:		TO Transport Operator CD/D Combination Dock/Driver DW Dock Worker
		Technical Materials:		Not completed
		Tools, Equipment:		Not completed
		Communications Skills:		Not completed
		Math Skills:		Not completed
		Other Knowledge and Skills:		Not completed
TASKS: FREIGHT				
20. Handle Hazardous Materials		Applicable Job Title:		TO Transport Operator CD/D Combination Dock/Driver DW Dock Worker
		Technical Materials:		Not completed
		Tools, Equipment:		Not completed
		Communications Skills:		Not completed
		Math Skills:		Not completed
		Other Knowledge and Skills:		Not completed

Results - Individual Task Analyses			
21. Unload Freight	Applicable Job Title:		TO Transport Operator CD/D Combination Dock/Driver DW Dock Worker
	Technical Materials:		Unloading check sheet; Training manual; Expedite; COSO; Back of loading manifest is the unloading manifest
	Tools, Equipment:		I.D. to loading
	Communications Skills:		Fill out unloading check sheet and expedite (not write info on manifest); Hand signals (not hand radios); Terminology; Identify info from training manual (or use CoSo from clip); Write/record info on manifest; Label hazardous material items; Call up orders on computer
	Math Skills:		Not estimate capacity; estimate height (for getting out the door); count pieces; add weights and figure for placarding and for manifest
	Other Knowledge and Skills:		Hazardous materials placarding - changed amounts

Results - Individual Task Analyses			
22. Load Freight	Applicable Job Title:	CD/D DW	TO Transport Operator CD/D Combination Dock/Driver DW Dock Worker
	Technical Materials:		Load manifest; Training manual; Expedite dock write-up; CoSo;
	Tools, Equipment:		Header bars and straps; Airbags; Forklift; Placards; Pallet jacks; Johnson bar; Rope, tape, shrink wrap; Prolabel gun; Dolly carts; Flat carts; hand trucks; Computers to call up orders; Walkie talkie (in yard); Diagraph metal marker;
	Communications Skills:		Hand signals in yard, in tractor; Hand radios, walkie/talkie in cabs, sign in, sign out; Terminology; Identify info from training manual (or use CoSo from clip); Write/record info on manifest; Label hazardous material items; Call up orders on computer
	Math Skills:		Not estimate capacity; estimate height (for getting out the door); count pieces; add weights and figure for placarding and for manifest
	Other Knowledge and Skills:		Safety standards; State and Federal regulations on weights, hazardous materials, etc.
23. Secure Load 24. Weigh Freight	Applicable Job Title:		TO Transport Operator CD/D Combination Dock/Driver DW Dock Worker
	Technical Materials:		Not completed
	Tools, Equipment:		Not completed
	Communications Skills:		Not completed
	Math Skills:		Not completed
	Other Knowledge and Skills:		Not completed

Results - Individual Task Analyses				
TASKS: POLICY, PROCEDURES, RECORDS				
25.	Implement Safety Policies and Procedures	Applicable Job Title:		TO Transport Operator CD/D Combination Dock/Driver DW Dock Worker
26.	Follow Accident/ Injury Procedures	Technical Materials:		Not completed
27.	Follow Fire Procedures			
28.	Perform Basic First Aid Procedures	Tools, Equipment:		Not completed
29.	Use Bills of Lading (COSO)			
30.	Complete Daily Log Entries	Communications Skills:		Not completed
31.	Display Hazardous Materials Placards	Math Skills:		Not completed
32.	Maintain Driver Qualification			
33.	Participate in Company Activities (Meetings, Training Sessions, etc.)	Other Knowledge and Skills:		Not completed
TASKS: OTHERS				
34.	Selling CF to Customers	Applicable Job Title:		TO Transport Operator CD/D Combination Dock/Driver DW Dock Worker
35.	Customer Relations			
36.	Two-way Radio Communications	Technical Materials:		Not completed
		Tools, Equipment:		Not completed
37.	Getting Sales Leads	Communications Skills:		Not completed
		Math Skills:		Not completed
		Other Knowledge and Skills:		Not completed

SUPERVISOR QUESTIONNAIRE

Background	
Data Source	Literacy Audit: Supervisor Questionnaire (Appendix G)
Purpose	To identify literacy-related problems and needs in the workplace.
Participants	Supervisors of the Teamster Locals 544 and 120 6 out of 14 supervisors (43%) completed the questionnaire
Dates	November 1991

Results					
		Respondents			Non-Respondents
1.	Average Number of Employees Supervised	88 (varies from 35 to 190)			8
2.	Employees Without High School Diploma or GED	Possibly 5 workers			8
		None			
		Unknown			
		Wouldn't know			
3.	Employees who Speak Another Language or Limited English	9 workers, but all communicate well enough in English			8
4.	Employees who Need Additional Basic Academic Skills to Adequately or Safely Perform their Jobs	44 workers			8
5.	Need for Basic Academic Skills which have Effect on:	Safety Violations/ Accidents	4	66%	8
		Job Performance/ Evaluation	4	66%	
		Following Instructions	4	66%	
		Need for Disciplinary Action	3	50%	
		Claim Prevention	3	50%	
		Job Adjustment	3	50%	
		Tardiness/ Absenteeism	0	0%	
		(Note: In the past, there was an individual who could not read and had to match his orders by similar looking freight. He was fired for poor performance.)			

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Results					
		Respondents			Non-Respondents
6.	Necessary to Spend more Supervisory Time with Employees with Poor Basic Education Skills	No	4	66%	8
		Not much, but some	1	17%	
		A little	1	17%	
7.	Turnover Rate for Employees with Poor Basic Education Skills	About Same as Other Employees	4	66%	8
		Less than Other Employees	1	17%	
		Don't Know	1	17%	
		Greater than Other Employees	0	0%	
8.	Type of Training Needed by Employees Supervised	Adult Basic Education	6	100%	8
		Other: Basic Education Always Helps Production	2	33%	
		English Language Training	1	17%	

APPENDIXES

APPENDIX A	Registration Form for Introduction to Computers
APPENDIX B	Training and Job Skills Survey
APPENDIX C	Comprehensive Task List
APPENDIX D	Task Analysis
APPENDIX E	Communications Skills and Related Math Skills
APPENDIX F	CF Tools and Equipment List
APPENDIX G	Literacy Audit: Supervisor Questionnaire

REGISTRATION FORM
SKILL ENHANCEMENT TRAINING PROGRAM
Northeast Metro Technical College
in cooperation with
Minnesota Teamsters Service Bureau
Course: INTRODUCTION TO COMPUTERS

1. Start Date November 9, 1991 2. Location NE Metro Computer Lab

3. Name _____
Last First Middle Initial

4. Social Security Number _____

5. Address _____

_____
City State Zip

6. Telephone: Day ( ) _____
Night ( ) _____

7. Of which state are you a resident?
___ Minnesota
___ Wisconsin
___ Other: _____

8. Sex ___Male ___Female

9. Age category:
___ 20-25
___ 26-30
___ 36-45
___ 46+

10. Ethnic Origin:
___ White ___ Native American
___ Black ___ Asian
___ Hispanic ___ Other

11. What is your primary spoken language? ___ English ___ Spanish ___ Other

12. Employer _____

13. Current Job Title _____

14. Do you have a high school diploma? ___Yes ___No GED? ___Yes ___No

15. Have you had any post high school training? ___Yes ___No
If yes, what type?

TYPE	DEGREE/MAJOR
_____ Community College	_____
_____ Technical College	_____
_____ Four-Year College	_____
_____ Military	_____
_____ Other:	_____

Northeast Metro Technical College complies with state and federal laws prohibiting discrimination against students because of age, race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance or disability.

SKILL ENHANCEMENT TRAINING PROGRAM
TRAINING AND JOB SKILLS SURVEY
Consolidated Freightways (CF)
Members of Teamsters Locals 544 and 120

1. What is your job title? (check one)

___ transport operator
___ combination dock/driver
___ dock worker

2. Do you have your CDL?

___ yes
___ no

3. How long have you been employed at CF? _____

4. How long have you been employed in your present position? ___

5. At which CF terminal do you work? _____

6. Below is a list of tasks performed at CF. Check all the tasks that workers with your job title perform on the job.

___ start vehicle
___ shift gears
___ control speed
___ manage road space
___ operate air brakes
___ observe gauges
___ practice defensive driving
___ adjust to environmental conditions when driving
___ recognized driving hazards
___ position vehicle
___ back vehicle
___ perform coupling procedures
___ perform uncoupling procedures
___ inspect freight
___ perform pre-trip vehicle inspection
___ perform in-trip vehicle inspection
___ perform post-trip vehicle inspection
___ follow weigh station procedures
___ handle hazardous materials
___ unload freight
___ load freight
___ secure load
___ weigh freight
___ implement safety policies and procedures (driving)
___ follow fire procedures
___ follow accident/injury procedures
___ perform basic first aid procedures
___ use bills of lading
___ complete daily log entries
___ display hazardous materials placards
___ maintain driver qualification
___ participate in company activities (meetings, training sessions, etc.)
___ other: _____
___ other: _____
___ other: _____

7. In your present position, how has the main function or the demands of your job changed over the years?

_____

_____

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Training and Job Skills Survey - Page 3

12. Do you like to read? ___ Yes ___ No
If yes, what types of reading do you do on a regular basis?
Examples: newspapers, magazines, books, work-related reading

13. Do you use writing skills on a regular basis? ___ Yes ___ No
If yes, what kind of writing?
Examples: letters, records, applications

14. Do you use math on a regular basis? ___ Yes ___ No
If yes, what types?
Examples: work-related, use calculator, balance checkbook

15. Do you use a computer on a regular basis? ___ Yes ___ No
If yes, how do you use the computer?
Examples: work-related, household records, letter writing

16. Would you be interested in taking a course to expand your reading, writing, math or computer skills?

Reading	___ Yes	___ No
Writing	___ Yes	___ No
Math	___ Yes	___ No
Computer	___ Yes	___ No

17. Would you be interested in taking a GED preparation course?

___ Yes ___ No

18. Where would you or a worker like yourself be most likely to attend classes?

___ On site, CF Consolidation Conference Room
___ NE Metro Technical College, White Bear Lake
___ Teamsters Service Bureau, University Avenue
___ Community site at a central metro location
___ Other: _____

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Comprehensive Task List

TRANSPORT OPERATORS AND DOCK WORKERS

(Consolidated Freightways Members of Teamsters Locals 544 and 120)

10-31-91

TASK	JOB TITLES: TRANSPORT OPERATOR	COMBINATION DOCK/DRIVER	DOCK WORKER
OPERATE TRACTOR:			
1. Start tractor	X	X	
2. Shift gears	X	X	
3. Control speed	X	X	
4. Manage space	X	X	
5. Operate air brakes	X	X	
6. Observe gauges	X	X	
7. Practice defensive driving	X	X	
8. Adjust to environmental conditions	X	X	
9. Recognize driving hazards	X	X	
10. Position tractor	X	X	
11. Back tractor	X*	X	
12. Perform coupling procedures	X	X	
13. Perform uncoupling procedures	X	X	
14. Follow breakdown/emergency procedures	X	X	
INSPECTION:			
15. Inspect freight		X	X
16. Perform pre-trip vehicle inspection	X		
17. Perform in-trip vehicle inspection	X		
18. Perform post-trip vehicle inspection		X	
19. Follow weigh station procedures	X	X	

* rarely

continue on back of page

Task Analysis Task No. ____

TRANSPORT OPERATOR AND DOCK WORKERS

JOB TITLES:

FUNCTIONAL AREA:

TASK:

___ Transport Operator
___ Combination Dock/Driver
___ Dock Worker

Technical Materials, forms, manuals, etc.	Tools, Equipment, etc.

KNOWLEDGE AND SKILL REQUIREMENTS:

Communications	Math Related

Other Knowledge and Skills:

Skills and Knowledge List
Truck Driver and Dock Worker Task Analysis
September 24, 1991

COMMUNICATIONS SKILLS

A. Use Vocabulary (general, technical)
   1.word construction (prefix, suffix, root words and derivatives)
   2.abbreviations
   3.definitions
   4.context
   5.memory devices

B. Read for Meaning
   1.identify facts/key concepts
   2.comprehension
   3.evaluate/make judgements

C. Read manuals
   1.skim/scan for information
   2.follow a sequence of events

D. Locate information (strategies)

E. Recall information (strategies)

F. Identify information from various graphic displays
   (tables, graphs, printouts, etc.)

G. Write/record information
   1.form/format
   2.grammar, punctuation and capitalization
   3.complete forms
   4.spelling
   5.legibility

H. Communicate nonverbally
   1.use hand signals
   2.warning devices

I. Practice listening skills

J. Practice speaking skills
   1.word choice
   2.pronunciation
   3.enunciation

Skills and Knowledge List
Truck Driver and Dock Worker Task Analysis
September 24, 1991

RELATED MATH SKILLS

A. Calculate whole numbers

B. Calculate fractions

C. Add numbers/fractions

D. Subtract numbers/fractions

E. Multiply numbers/fractions

F. Divide numbers/fractions

G. Figure decimals

H. Round numbers

I. Figure percentages

J. Solve ratio/proportion problems

K. Estimate calculations

L. Measure linear units

M. Identify parallel and perpendicular lines

N. Use metric system

O. Calculate area

P. Calculate volume

Q. Figure distance

R. Calculate mileage

S. Figure capacity (height, weight, width, depth

T. Compute hours of service

(CHECK the item below everytime it is used. Add other items used but absent from this list.)

APPENDIX F

10/15/91

CF TOOLS AND EQUIPMENT LIST

header bars and straps

dunnage

airbags

banding machine

barrel (or drums)

barrel truck or barrel wheeler

blocking or bracing

cart (or dock cart)

chock

diagraph marker (yellow paint to mark metal shipments)

dock plate

dolly (piano dolly, glass dolly or equipment used to hook trailers together)

dub (or "pup")

extensions

fifth wheel

fork lift (or jeep, twomotor or hi-lo)

hostling tractor

Johnson bar

landing gear

lift jib (forklist attachment)

pallet jack (non-motorized forklift tool)

recoopering (tape, staplies, etc. for repairing)

rug pole

seal

skid (or pallet

LITERACY AUDIT: SUPERVISOR QUESTIONNAIRE
CONSOLIDATED FREIGTHWAYS

Supervisor Name _____ Date _____

1. How many people do you directly supervise?

2. Of the people that you supervise, how many that you know do NOT have a high school diploma or GED?

3. Of those people whom you supervise, how many speak another language and only speak limited English?

4. Of those people whom you supervise, how many would you say are in need of additional basic academic skills (reading, writing, math) in order to adequately or safely perform their jobs?

5. Judging from the people whom you supervise, do you think that the need for basic academic skills (reading, writing, math) has any effect on:

	YES	NO
Tardiness	___	___
Safety violations/accidents	___	___
Need for disciplinary action	___	___
Job performance/evaluation	___	___
Job adjustment	___	___
Following instructions	___	___
Claim prevention	___	___

6. Do you find that you must spend more supervisory time with employees because they are deficient in basic education skills?

7. Of those whom you supervise, the turnover rate for employees who have poor basic education skills is:

___ greater than other employees
___ less than other employees
___ about the same as other employees

8. In your opinion, what type of training is most needed by the employees whom you supervise?

___ Adult Basic Education (reading, writing, math)
___ English language training
___ Other, please specify:

_____

TEAMSTERS WORKPLACE LITERACY

IN THE

TRUCKING INDUSTRY

PROJECT

EVALUATION REPORT

September 1992

Minnesota Teamsters Service Bureau
and
Northeast Metro Technical College

OBJECTIVE 1:
Establish a project steering committee to facilitate the overall planning, design, implementation and evaluation of the workplace literacy project.

Objective 1a:
Identify union member and employer concerns related to the present skill level and literacy training needs of commercial vehicle operators.

Progress Toward Objective
A project steering committee was established although a deviation from the original design did take place. Committees were formed on an informal basis with over 15 Teamster Union Locals. The committees worked with the business agents and stewards in giving direction and a rough outline for the programs, based on the skill levels and literacy training needs of the membership.

These same types of informal structures were designed with several trucking companies, Minneapolis Convention Center and the University of Minnesota. Consolidated Freightways created its own advisory council made up of management, employees, Teamsters Service Bureau and Northeast Metro Technical College.

Objective 1b:
Develop a project management plan which details the specific roles and responsibilities of each partner and cooperating agency in the project.

Progress Toward Objective
Meetings between the education and labor partners were held bi-weekly to discuss both roles and responsibilities of each partner and agency and to aid in designing the training courses for the CDL, introduction to computers and calculator math.

All involved committee people unanimously agreed that although the composition of the committee deviated from what was stated in Objective 1, it turned out to be a good decision for all concerned.

Objective 1c:
Determine the potential industry and statewide implications and impact of the workplace literacy demonstration project.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

Objective 1d:
Participate in project evaluation activities.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

OBJECTIVE 2:
Develop workplace literacy training curricula and resources to address the present job-specific literacy skills required of vehicle operators in Consolidated Freightways and Wintz Companies.

Objective 2a:
Work cooperatively with Consolidated Freightways and Wintz Companies in the overall design, delivery and evaluation of proposed workplace literacy training approaches and strategies.

Progress Toward Objective
The original selection of Consolidated Freightways (CF) and Wintz Companies was made by the Teamsters Service Bureau, the business agents and the stewards. The unions approached CF and Wintz and they agreed to be the participating companies. However, there were several changes that took place in these two companies before the grant was received which had direct impact on the outcome of the project. Wintz Companies moved their business operation to the state of West Virginia. With no personnel functions in Minnesota, there was no method of accessing employees to even commence literacy testing or training. However, employees of Wintz did participate in both Commercial Driver's License (CDL) Preparatory classes and basic computer literacy classes. Because Wintz management was reluctant to interact with project representatives, recruitment of Wintz employees was accomplished through flyers/posters that were distributed through business agents and stewards of Teamster union locals.

New management had taken over at Consolidated. Due to recent stringent hiring policies and mandatory new employee training classes requiring workers to read and do basic math calculations, Consolidated felt there was limited need for basic literacy classes. For these reasons, Consolidated Freightways management was hesitant to put employees on the clock for literacy analysis purposes as was originally stated in the proposal for the workplace literacy grant.

Objective 2b:
Conduct a functional analysis of the job-specific and literacy skills of drivers within each of the participating trucking firms to identify competencies and performance requirements needed for successful job acquisition and retention.

Progress Toward Objective
After conferring with management of Consolidated Freightways on appropriate methods and approaches for compiling information needed to assess the literacy skills of employees without infringing on company time, a Training and Job Skills Survey was decided on. This survey would be given to workers who participated in basic computer literacy classes already in progress. By using a cross-section of employee volunteers, literacy information and job skill requirements were obtained and used as a basis for establishing future classes. A Supervisor Questionnaire was also useful in identifying the need for basic skills education. (The details of the functional analysis are listed in the Functional Analysis Summary Report.)

Objective 2c:
Develop assessment procedures for evaluating the current basis skill levels of drivers for placement in the training program.

Progress Toward Objective
Pre and post evaluation instruments were developed and used in the workplace literacy classes. It was decided that use of a standardized basic skills achievement test such as the TABE (Sec. IV, pg. 18) would be a threat and a determent to workers who already feel insecure in their abilities and are hesitant about participating in a functional literacy program. Information on basic skill levels was obtained through informal interviews and questionnaires given to participants in the computer literacy classes. As a result of this information and with additional input from Consolidated Freightways management, courses were developed specific to the needs of the trucking industry.

Objective 2d:
Conduct a review and analysis of existing national training curricula and products for applicability to proposed workplace literacy project.

Progress Toward Objective
The Resource Guidethat was developed for this project is a compilation of methods and materials implemented for the various curricula that were used. Included are the resources used for Commercial Driver's License Preparatory Class, Introduction to Computers, Computers: Word Processing and Spreadsheets, and Calculator Math for the Trucking Industry. Literacy-based educational material relating to the trucking industry is very scarce. More than 160 letters were sent to technical colleges, trucking schools and other institutions across the country soliciting reading and training material written at a lower reading level. There was only one reply and it was for a commercially available package that had already been purchased.

Objective 2e:
Develop a comprehensive workplace literacy program, approximately 80 - 100 hours in length, that addresses essential job-centered and job-specific skills required for job retention, career advancement, and increased productivity among vehicle operators.

Progress Toward Objective
A comprehensive Commercial Driver's License (CDL) Preparatory Course was developed specifically to meet the needs of commercial vehicle operators who need help in passing the new CDL test. The course was outcome-based and focused on a variety of instructional techniques and accommodated a variety of learning styles.

Although most CF employees already have their CDL, the WPL Project was able to serve more than 70 Teamsters in the trucking industry who needed assistance in passing the General Knowledge portion and specific endorsements of the CDL test.

Basic computer literacy classes were offered to address recent changes in technology that are occurring within the trucking industry. The transition to the computerized data processing systems of coding, logging and inventorying transportable goods is a rapidly growing reality at CF and many other trucking companies. Learning to use and stay current in computers is a career necessity for workers in the trucking industry.

To date over 100 employees have participated in basic computer literacy classes.

Objective 2f:
Involve union members, employers and the project steering committee in the review of all training curricula and materials developed.

Progress Toward Objective
All training curricula and materials were reviewed by the Project Director, the literacy training specialist and the instructors.

Objective 2g:
Design industry-based instructional approaches and strategies that enhances the participation, motivation, and retention of drivers in the training program (e.g., cooperative learning, co-worker tutoring, family-centered, and self-paced).

Progress Toward Objective
The training program for the C.D.L. was individualized and outcome-based, incorporating a variety of learning and reinforcing techniques including interactive video, audio tapes, computerized instruction, and personalized individual instruction to assist adults with differing learning styles and special needs. A modified cooperative learning technique was incorporated into the Commercial Driver's License Preparatory Class. This was accomplished by drivers supporting and tutoring each other in the classroom. The limited class size and informal structure as conducive to this type of co-worker support and interaction. Because of the erratic and heavy scheduling of employees in the trucking industry and the extensive commuting necessary to attend classes, it was not feasible to implement a paid co-worker tutor program.

OBJECTIVE 3:
Train literacy instructors, co-worker tutors and project support staff on workplace literacy strategies and approaches.

Objective 3a:
Provide in-depth training to instructional staff on workplace literacy curricula, related training materials and instructional strategies.

Progress Toward Objective
Commercial vehicle operators are unique and independent individuals. The program of instruction that was implemented for each curricula attempted to accommodate the variety of schedules and people in this diverse grouping. Instructors were extremely sensitive to existing needs and personalities that comprised each class and structured accordingly. Small group and individual instruction were emphasized. Interactive video was used and supported by video tape for independent study as needed. The students supported and interacted with each other in an informal manner. Instructors made a special effort to be a part of each group rather than placing themselves at the head of the class as the instructor.

Objective 3b:
Work cooperatively with employers to identify workers who will tutor and assist literacy training participants in phases of instruction and individualized learning.

Progress Toward Objective
A modified cooperative learning technique was incorporated into the Commercial Driver's License Preparatory Class. This was accomplished by drivers supporting and tutoring each other in the classroom. The limited class size and informal structure as conducive to this type of co-worker support and interaction. Because of the erratic and heavy scheduling of employees in the trucking industry and the extensive commuting necessary to attend classes, it was not feasible to implement a paid co-worker tutor program.

OBJECTIVE 4:
Conduct training for 225-250 commercial vehicle operators in the two industry demonstration sites.

Objective 4a:
Develop an individualized learning plan (ILP) for each training participant that identifies their specific literacy skills and instructional needs.

Progress Toward Objective
The Training and Job Skills Survey and the course registration forms completed by CF employees in the basic computer literacy classes contained questions that were designed to identify individual literacy skills and preferred learning styles. Classes were developed and offered on the basis of this information.

Objective 4b:
Implement small group and individual approaches to learning using self-paced, cooperative learning, and co-worker tutoring strategies.

Progress Toward Objective
The training program for the C.D.L. was individualized and outcome-based, incorporating a variety of learning and reinforcing techniques including interactive video, audio tapes, computerized instruction, and personalized individual instruction to assist adults with differing learning styles and special needs.

Objective 4c:
Provide for on-going and systematic monitoring of driver progress in the curriculum and develop strategies for modifying learning situations and approaches.

Progress Toward Objective
The progress of the drivers was monitored through the use of outcome-based approaches, self-paced, individualized curriculum and small group interactions.

The Commercial Driver's License preparatory classes were offered off-site, primarily at Northeast Metro Technical College due to the fact that the majority of the employees at Consolidated Freightways already had their CDL. Participants for these classes were drawn from various Teamster locals in the metro area.

Computer literacy classes were also conducted at Northeast Metro for employees of Consolidated Freightways. This area of technology is rapidly growing in the trucking industry and the need for training was identified through informal interviews with management and workers. (Facilities for computer training on-site were not available at Consolidated Freightways.)

Objective 4d:
Evaluate the effectiveness of the training curricula, instructional strategies, and revise and improve products and procedures.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

OBJECTIVE 5:
Develop and make available family support services.

Objective 5a:
Develop a family support services plan (FSSP) for union members and their families that identifies the range of family interventions and support services needed to enhance family stability and well-being and support union member participation in the training program i.e., childcare, transportation, counseling and others.

Progress Toward Objective
This objective was not met as part of the grant.

Objective 5b:
Through the Teamsters Service Bureau, make available individual and family counseling, crisis intervention and assistance, appropriate referrals to social service agencies and outplacement services, as necessary.

Progress Toward Objective
Through the Teamsters Service Bureau, individual and family counseling, crisis intervention and assistance were made available. Appropriate referrals to social service agencies and outplacement services were also made. The Project Director worked with many members of the Teamsters locals in helping and aiding them get into a variety of programs.

Objective 5c:
Establish an ECFE program at the host industry sites to provide on-going parent education, childcare, assessment and evaluation, support groups, educational programming and other family-centered support services.

Progress Toward Objective
It was not possible to establish ECFE programs on-site at the trucking companies or other structure within the program. The Minnesota Department of Public Welfare would not license on-site locations at trucking terminals. The conditions were unsafe for children.

Also, in surveying the needs of the union membership, it was found that families preferred referrals to local ECFE centers within local communities. We also found many of our family were already participating in local programs. Minnesota is the only state in the Union providing state funds ($52 million) for ECFE programs to be conducted in conjunction with community education programs.

Objective 5d:
Develop procedures with the education partner for referral of drivers to GED, adult community education and other post-secondary education programs for additional career development for job advancement purposes.

Progress Toward Objective
This objective was not completed because it was not possible to adequately do the job and literacy skills analysis due to the constraints of Consolidated Freightways.

OBJECTIVE 6:
Produce and disseminate training products and project reports to national, state and local sources.

Objective 6a:
Disseminate to Minnesota sources, i.e., State Board of Technical Colleges, Minnesota truck driver training programs, Minnesota Department of Transportation, Minnesota Department of Public Safety, Minnesota Adult Literacy Campaign, Minnesota Department of Education, and others.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

Objective 6b:
Disseminate information to other unions and trucking firms through labor organizations, Minnesota Trucking Association, and trade magazines and journals.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

Objective 6c:
Disseminate to national information networks and clearinghouses, i.e., Clearinghouse on Adult Education and Literacy, U.S. Department of Education, Upper Great Plains Transportation Institute, U.S. Department of Transportation, and others.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

Objective 6d:
Conduct three one-day dissemination conferences one each in northern, central and southern Minnesota to convey information on the project and availability of training products.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

Objective 6e:
Make presentations at national, regional and state conferences, and submit manuscripts for publication in relevant transportation industry journal sand trade magazines, adult education, and literacy journals.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

OBJECTIVE 7:
Provide for both formative and summative evaluation of the workplace literacy project.

Objective 7a:
Contract a third party evaluator to design, implement and report on project findings and results.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

Objective 7b:
Utilize evaluation information in the review, analysis and modification of training materials throughout the project.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

Objective 7c:
Involve all partners, the project steering committee, employers, union members, and families in the evaluation of the project.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.

Objective 7d:
Prepare a final evaluation report documenting the effects of the project including generalizable strategies and procedures for workplace literacy training in other trucking and related industries.

Progress Toward Objective
Will be addressed as part of Phase 3 Evaluation.